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In the first hundred pages there is a digest of the fundamentals of sociological theory—or, more accurately, a statement of problems dealt with in this theory; and along with this are presented our major educational problems from the sociological point of view. While the latter half of the volume continues these problems by breaking them up into greater detail in connection with school subjects and grade levels, in much larger measure it becomes an outline of topics, problems, actual and hypothetical cases, etc., for the guidance of students taking the course.

It is probable that there is no other volume yet published which states, suggests, and contains reference to so wide and well-chosen an array of fundamental educational problems. Herein lies its great value. Rarely, however, are the problems discussed, explained, or made clear to the novice in the field. For the discussion he must go to the collateral readings. The latter, however, in the present condition of the literature, rather inadequately treat most of the educational problems. In large measure the student must draw on his professional experiences and observations. The syllabus is therefore best for mature students who have had practical educational experience.

It is not a book to be *read*; it is a reference book for guidance of research and study. It is primarily a book on education rather than sociology—except as education is itself one of the major fields of sociology.

FRANKLIN BOBBITT

UNIVERSITY OF CHICAGO

A General Introduction to Psychoanalysis. By PROFESSOR SIGMUND FREUD, LL.D. New York: Boni and Liveright, 1920. Pp. vii+406. \$4.50.

Sociologists will welcome this book, for it gives briefly, clearly, and with authority the Freudian system of psychology. The layman has waited for a complete, up-to-date, lucid treatment of this difficult subject; and here it is by the master himself. Its presentation is strategically divided in three parts: the psychology of errors, the dream, and the general theory of the neurosis. The book contains much material of value to the sociologists without regard to the reader's attitude toward the Freudian hypothesis. Examples of this are the author's discussion of the sublimating value of art and the sociological significance of fear in childhood.

Although, as Stanley Hall suggests, one may find himself in opposition to Freud's exaggerated emphasis upon the instinct of sex, nevertheless the general reader will regard the book as a whole as less extreme

in this respect than are the works of many of Freud's disciples. The presentation is free from that attitude of "force-it-down-the-public's-throat-to-see-it-squirm," the presence of which in some Freudian literature has repelled the unbeliever and distorted Freud's teaching. The ego instinct is given recognition, although the value of Adler's contribution is not justly appreciated. The book aims to be constructive rather than controversial; and taking into account the subject-matter, it largely succeeds. The Preface, much too brief, gives the reader a favorable but discriminating entrée.

ERNEST R. GROVES

BOSTON UNIVERSITY

Social Scandinavia in the Viking Age. By MARY WILHELMINE WILLIAMS. New York: The Macmillan Company, 1920. Pp. x+451. \$5.00.

Virile Scandinavia, during the most spectacular, romantic, and dominant period of its career, is brought intimately before the reader in this book. Other students of peoples might well follow Dr. Williams' example in her presentation of a people during the formative period of its development.

The book has the virtue of presenting a well-rounded picture of the life of the people studied. It is as complete as the university student or instructor would require who did not need to go to the original sources.

In every page the book bears evidence of thorough and painstaking study. The sources from which Dr. Williams has gathered her data seem to be as complete as one could reasonably expect, and I would say she has not neglected any source open to her use. A long bibliography follows the text of the book. In order to test the value of the book as a source I several times sought information in chapters I had not then read. In each case what I sought was found and in its proper place.

The following subject headings show the scope of the book: the land and the people; the ties of kinship and nationality; classes of society; infancy, childhood, and youth; dress and ornament; marriage and divorce; position of women; homesteads and houses; house-furnishings and food; agriculture and the routine of farm life; hunting, fowling, and fishing; transportation; trade and commerce; markets and towns; the career of the Viking; government; system of justice; social gatherings; language and literature; learning in general; religion; superstition; and death and burial.